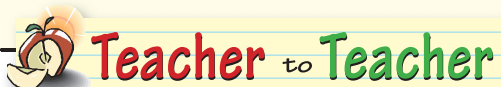


Unit Planning Guide

1

UNIT PACING CHART						
Unit 1		Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5
Day 1	Unit Opener, Reading Social Studies	Chapter Opener, Section 1	Chapter Opener, Section 1	Chapter Opener, Section 1	Chapter Opener, Section 1, Issues to Debate	Chapter Opener, Section 1, Financial Literacy
Day 2		Section 2	Section 2	Section 2	Section 2	Section 2, Chapter Review
Day 3		Section 3, Chapter Review, and Visual Summary	Section 3	Section 3	Landmark Supreme Court Case Studies	Chapter Assessment
Day 4		Chapter Assessment	Section 4	Section 4	Section 3, Financial Literacy	TIME Reports
Day 5			Visual Summary, Chapter Review	Chapter Review, Visual Summary	Section 4, Chapter Review, Visual Summary	Analyzing Primary Sources
Day 6			Chapter Assessment	Chapter Assessment	Chapter Assessment	
Day 7			The Declaration of Independence	Constitution of the United States		
Day 8			The Declaration of Independence	Constitution of the United States		
Day 9				Constitution of the United States		
Day 10				Constitution of the United States		



Jan Rabin,
Northside High School,
Roanoke, Virginia

Government During the Revolution

The objective of this activity is to describe the shortcomings and inadequacies of the Articles of Confederation. Students are to brainstorm and list the difficulties that the Continental Army encountered while fighting the war. The class can be divided into groups, with each group assigned two problems that George Washington and the troops encountered. Because the Articles of Confederation was the only national government available during

this time, students are to attempt to solve each of the difficulties within the framework of the Articles. The group will examine the areas of the Articles that could be used to solve each problem, as well as the difficulties caused for the soldiers. Each group will be asked to share their conclusions at the end of the study, as well as their conclusion concerning the effectiveness of the Articles of Confederation in solving the wartime problems.

Author Note


Dear Social Studies Teacher:

During a recent trip to Washington, D. C., I visited the Charters of Freedom exhibit at the National Archives. I was filled with pride and awe while looking at the original copies of the Constitution and Bill of Rights, and my commitment to teach young Americans about these documents was renewed and strengthened.

We Americans are justly proud of our 1787 Constitution and 1791 Bill of Rights, which constitute the world's oldest, continuously in use, written frame of government. Our constitutional government has stood the test of time, even though based on two ideas in perpetual tension, majority rule and minority rights. President Thomas Jefferson recognized this constitutional paradox in his First Inaugural Address, "All, too, will bear in mind this sacred principle, that though the will of the majority is in all cases to prevail, that will to be rightful must be reasonable; that the minority possess their equal rights, which equal law must protect and to violate would be oppression."

Civic educators, like you and me, must remember that our Constitution will yield justice only if we balance and blend majority rule with minority rights in our responses to ongoing public issues. At what point should majority rule be limited by law in order to protect constitutionally guaranteed minority rights? And conversely, at what point should certain rights of minorities be constitutionally limited in favor of the majority will?

Public issues raised by the ongoing tensions between constitutionally based majority rule and the constitutionally guaranteed rights of individuals in the minority should be confronted openly, fairly, critically, and civilly in the social studies classroom. I urge you to engage your students in this kind of learning experience to prepare them for the continuing challenges of citizenship in our democratic republic.



John J. Patrick

Author

Unit Objectives

After studying this unit, students will be able to:

- Explain the role of government in everyday life.
- Understand the history of our country's government.
- Describe the principles in the Constitution.
- Discuss the freedoms guaranteed by the Bill of Rights.
- Know the difference between the duties and responsibilities of citizens.

Did You Know?

Every ten years, the United States government conducts the census, or the official counting of the population. The results of the first census in 1790 showed the U.S. population at 3.9 million. On October 17, 2006, the U.S. population officially reached the 300-million mark.

Foundations of American Citizenship



Fourth of July parade,
New York City

Activity: Launching the Unit

Foundations of American Citizenship

Ask: *What is a citizen?* (A citizen is literally a person who owes loyalty to and is entitled to the protection of a state, nation, and/or government. A citizen of the United States is guaranteed rights through the Constitution and its amendments. There are certain legal duties required of citizens, as well as civic obligations that citizens may engage in to enrich their

communities.) Students may have heard the term "citizen" before but may not know all of the rights and roles involved in citizenship. Have your students make a list of the characteristics they believe constitute citizenship. After they have completed the unit, have them review their lists and discuss what aspects they may have overlooked. **OL**

★ **Chapter 1** The American People★ **Chapter 2** Roots of American Democracy★ **Chapter 3** The Constitution★ **Chapter 4** The Bill of Rights★ **Chapter 5** Citizens and the Community**Be and Active Citizen**

Find out the purposes of government firsthand.

Contact a government leader, such as a state representative, a city council member, or a school board member, and ask how the government he or she represents serves American citizens.

Be an Active Citizen

Do your students know who represents them in Congress? Have your students do research at www.senate.gov and www.house.gov to discover who their senators and representatives are. These Web sites also contain links to the home page of the members of Congress. Have students find information on the party affiliations, biographical history, and bills introduced or fought for by each member of Congress.

More About the Photo

Today's Fourth of July celebrations have roots in the celebrations of colonial times. The first organized Fourth of July celebration was in Philadelphia in 1777. It featured food, music, and a military parade, complete with cannon and other artillery fire to celebrate the event. There was even a small fireworks display at night! The festivities have become more elaborate today. Corporate giant Macy's has sponsored the New York City 4th of July Parade for over 30 years. A recent Independence Day fireworks display featured 30,000 fireworks, all coordinated via computer to the accompanying music.

Why Making Connections Is Important

When readers connect the text, they relate the information to events in their lives or to other material they have read. By making connections, students can improve comprehension, retain more information, and enjoy reading. When reading textbooks, students might connect to the text by relating the material to prior knowledge or to events occurring in the news rather than to personal experience. Regardless, whenever students make a real connection to the text, they will appreciate that events that happened hundreds of years ago still have meaning in the present.

1 Learn It!

Write the following sentence on the board: "The Anti-Federalists argued that the new Constitution would take away the liberties Americans had fought to win from Great Britain." Ask students if this sentence reminds them of any current news stories. Explain to students that when they can relate foreign ideas to something they already know about, they can more easily understand the new idea. Tell students that by connecting text with current affairs or personal experience, the text takes on meaning. **OL**



2 Unit 1

Making Connections

1 Learn It!

As a reader, you are constantly making connections between what you are reading and what you already know. The more connections you make, the better you are able to comprehend. You may make connections between the text and an experience you have had in your life (text-to-self), the text and another text (text-to-text), or the text and something that happened in school, your community, or the world (text-to-world).

- Read the paragraph below.
- Which statements in the paragraph create a connection in your mind?
- Think about any connections related to the text, such as the examples given below.

Conflicts are unavoidable when people live together in a community. Governments make laws to prevent conflicts and to settle those conflicts that do arise.

—from page 22

Graphic Organizer

Statement from text	Connection
Conflicts are unavoidable when people live together in a community.	Our neighbors got into a big argument once about loud music.
Governments make laws to prevent conflicts.	My uncle once went to court to settle a conflict he had with a company.



Reading Strategy

Taking Notes

Making Connections One way students can connect with the text is to ask questions about the people or events they are reading about. For example, a reader might ask: "Have I ever felt this way?" "What would I do if I were in this situation?" "What part of this experience can I relate to?" "Do I know anyone who had a similar experience?"

"Didn't I hear something about this on the news?" As students read, encourage them to write notes that tie in personal experience to the text. Ask students to choose a paragraph from one of the sections in Chapter 1 and see if they can write a question that connects with the text. **OL**

2 Practice It!

Read the following paragraph from this unit.

- Draw a graphic organizer like the one shown below.
- In the left-hand column, write at least three statements from the paragraph with which you can make a connection. You do not need to copy the entire sentence.
- In the right-hand column, write your connections beside each statement.

Throughout our nation's history, people still in their teens have bravely fought for our country. By law, however, they were not old enough to vote for the leaders who sent them into battle. Although the Constitution did not specify, or mention, a minimum age for voters, most states set the minimum at 21.

That standard finally changed in 1971, a year when many young Americans were fighting in the Vietnam War.

—from page 137

Statement from text	Connection

3 Apply It!

Your mind will be busy making connections as you read the chapters in this unit. At the end of each chapter, create a graphic organizer such as the one above to help you tie your connections to an important concept from the chapter. Use your organizer to help you remember important facts as you study for tests.

Read to Write Activity

Read the section titled *New Taxes and a Tea Party* in Chapter 2, Section 4, page 50. As you read, jot down any statement with which you make a connection. Write a paragraph about one connection you made and how it relates to the text.

2 Practice It!

Statement from Text:

1. Throughout our nation's history, people still in their teens have bravely fought for our country.
2. By law, however, they were not old enough to vote for the leaders who sent them into battle.
3. Although the Constitution did not specify a minimum age for voters, most states set the minimum at 21.
4. The standard finally changed in 1971, a year when many young Americans were fighting in the Vietnam War.

Connection: (Answers will vary.)

1. Students may have a relative or friend who is in the military, or perhaps a parent joined at a young age.
2. Students may know of people who have voted for a leader based on the politicians' view of war.
3. Students may comment that they have read that not many young people vote.
4. Students may know something about Vietnam or someone who fought there.

Ask students how they would feel in this situation. How do their feelings compare with those who wanted to change the law? **OL**

3 Apply It!

Bring to class a copy of "I Have a Dream" by Martin Luther King, Jr. First, have students create a list of things they know about the text. As they read, have them take notes about other similar texts as well as similar personal experiences. After they have written their notes, have volunteers discuss the process. **OL**



Keeping a Journal When making connections with a text, students do not always have to relate the text to personal experience. The connection can be from information they are familiar with or from what others think about an idea. Taxes may not be important to students right now, but they hear parents and others talk about taxes. Students may also

connect to smaller concepts, such as a boycotting a product that is expensive or being subjected to "Intolerable Acts."

Have students keep a journal of connections they make to major ideas in Chapters 1–3. After reading Unit 1, ask students to evaluate whether these journals improved their comprehension and interest in reading. **AL**

Chapter Planning Guide

1

Key to Ability Levels

BL Below level

OL On level

AL Above level


ELL English
Language Learners


Key to Teaching Resources

 Print Material

 CD-ROM

 DVD

 Transparency

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Chapter Assessment
BL	OL	AL	ELL							
					FOCUS					
BL	OL	AL	ELL		Daily Focus Skills Transparencies		1–1	1–2	1–3	
					TEACH					
BL	OL		ELL		Reading Essentials and Note-Taking Guide*		p. 1	p. 4	p. 7	
	OL	AL			Citizenship/Decision-Making Activity, URB		p. 3	p. 3	p. 3	
BL	OL		ELL		Reading Skills Activity, URB			p. 7		
BL	OL	AL	ELL		Speaking and Listening Skills Activity, URB			p. 9		
BL	OL	AL	ELL		Content Vocabulary Activity, URB*		p. 21	p. 21	p. 21	
BL	OL	AL	ELL		Academic Vocabulary Activity, URB		p. 23	p. 23	p. 23	
	OL				Biography Activity, URB		p. 25			
BL	OL	AL	ELL		Writing Skills Activity, URB		p. 29	p. 29	p. 27	
	OL	AL			Critical Thinking Skills Activity, URB		p. 31			
BL	OL	AL	ELL		Chart, Graph, and Map Skills Activity, URB		p. 33			
BL	OL	AL	ELL		Differentiated Instruction, URB		p. 35	p. 35		
BL	OL	AL	ELL		School-to-Home Connection Activity, URB*		p. 37	p. 37	p. 37	
BL	OL		ELL		Guided Reading Activities, URB*		p. 41	p. 42	p. 43	
BL	OL	AL	ELL		Writer's Guidebook	✓	✓	✓	✓	✓
	OL	AL			Primary Source Document Library CD-ROM	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Vocabulary PuzzleMaker CD-ROM	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Daily Lecture & Discussion Notes (in Pres. Plus)		✓	✓	✓	✓
BL	OL	AL	ELL		StudentWorks™ Plus DVD		✓	✓	✓	✓

Note: Please refer to the *Unit Resource Book: Foundations of American Citizenship* for this chapter's URB materials.

* Also available in Spanish



- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Chapter Assessment
BL	OL	AL	ELL							
					TEACH <i>(continued)</i>					
BL	OL	AL	ELL		Section Video Program		✓	✓	✓	
BL	OL	AL	ELL		TIME Interpreting Political Cartoons Transp.				Ch. 3	
BL	OL	AL	ELL		Writing Process Transparencies	✓	✓	✓	✓	✓
Teacher Resources					Building Academic Vocabulary	✓	✓	✓	✓	✓
					Strategies for Success	✓	✓	✓	✓	✓
					Teacher's Guide to Differentiated Instruction	✓	✓	✓	✓	✓
					Graph Tool CD-ROM	✓	✓	✓	✓	✓
					Presentation Plus! DVD	✓	✓	✓	✓	✓
					ASSESS					
BL	OL	AL	ELL		Quizzes and Tests*		p. 3	p. 4	p. 5	p. 6
BL	OL	AL	ELL		Authentic Assessment with Rubrics		p. 5			
BL	OL	AL	ELL		Standardized Test Practice		p. 1	p. 1	p. 1	p. 1
BL	OL	AL	ELL		ExamView® Assessment Suite CD-ROM		1–1	1–2	1–3	Ch. 1
BL	OL	AL	ELL		Interactive Tutor Self-Assessment CD-ROM	✓	✓	✓	✓	✓
					CLOSE					
BL			ELL		Reteaching Activity, URB		p. 39	p. 39	p. 39	
BL	OL		ELL		Reading and Study Skills Foldables™ Activity	p. 50	p. 51		p. 51	
BL	OL	AL	ELL		Graphic Organizer Transparencies & Strategies	✓	✓	✓	✓	✓

Using TechCONNECT™

Create Presentations with Glencoe TechCONNECT™

Glencoe TechCONNECT™ is an engaging, activities-based online program that enhances comprehension of core subjects while teaching technology skills.

Objective

- Students will create presentations and learn to share information effectively.

Technology

- Glencoe TechCONNECT™ (For more information or to get a free 30-day trial of Glencoe TechCONNECT™ for your classroom, visit techconnect.glencoe.com and click the **Free Trial button**.)
- Presentation application software, such as Microsoft PowerPoint, AppleWorks 5, or AppleWorks 6

Focus/Teach

- To see activities correlated to this textbook, log on to TechCONNECT™ and click the "Find your textbook" link. You can also search for activities. After you log on, click Activity Search. Choose Social Studies, Presentation, and your grade level.

- Have students log on and enter the letters AC and the three-digit activity number. For example, to access activity #18, Changing Times: The Political Life of Lyndon B. Johnson, enter AC018.
- Have students read each page of the activity and follow the on-screen instructions.

Assess

- Have students complete the activity's self-assessment rubric.
- Students may also complete the activity's TechCheck, a five-question multiple-choice quiz. Enter the letters TC and the three-digit activity number, such as TC018.

Close

- Review this activity with the class.

Civics ONLINE

	Student	Teacher	Parent
Beyond the Textbook	•	•	•
Chapter Overviews	•	•	•
Concepts in Motion	•		•
ePuzzles and Games	•		•
Glencoe Teaching Today		•	
Literature Connections		•	
Multi-Language Glossaries	•		•
Online Student Edition	•	•	•
Section Videos	•	•	•
Self-Check Quizzes	•		•
Student Web Activities	•		•
Study Central™	•		•
TIME Current Events	•		•
Vocabulary eFlashcards	•		•
Web Activity Lesson Plans		•	

Glencoe Media Center

glencoe.com

Study-To-Go

- Vocabulary eFlashcards
- Self-Check Quizzes

Audio/Video

- Student Edition Audio
- Spanish Summaries

Reading List Generator CD-ROM

GLENCOE BOOKLINK 3

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students' reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

Leveled reading suggestions for this chapter:

For students at a Grade 7 reading level:

- *We Are Americans: Voices of the Immigrant Experience*, by Dorothy Hoobler and Thomas Hoobler

For students at a Grade 8 reading level:

- *Bound for America: The Story of the European Immigrants*, by Milton Meltzer

For students at a Grade 9 reading level:

- *Deported Aliens*, by Rob Staeger

For students at a Grade 10 reading level:

- *Immigration*, by Philip Brooks

For students at a Grade 11 reading level:

- *Jews in America*, by Hasia R. Diner

READING SUPPORT FROM JAMESTOWN EDUCATION

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.
- **Content Vocabulary Workout** (Grades 6–8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe's Middle School Social Studies texts. www.jamestowneducation.com

KEY Teacher Wraparound

Use this key to help you identify the different types of prompts found in the Teacher Wraparound Edition.

R **Reading Strategies** activities help you teach reading skills and vocabulary.

C **Critical Thinking** strategies help students apply and extend what they have learned.

D **Differentiated Instruction** activities provide instruction for students learning to speak English, along with suggestions for teaching various types of learners.

S **Skill Practice** strategies help students practice historical analysis and geography skills.

W **Writing Support** activities provide writing opportunities to help students comprehend the text.

Teaching strategies and activities have been coded for ability level appropriateness.

AL Activities for students working above grade level

OL Activities for students working on grade level

BL Activities for students working below grade level

ELL Activities for English Language Learners

Focus

Why It Matters

Ask: What does “equal rights” mean to you? (Answers may include the idea that all citizens have the right to vote, the right to own property, the right to an education, the right to run for elected office, and the right to free speech.)

More About the Photo

Visual Literacy The Pledge of Allegiance was originally written by Francis Bellamy. Bellamy wrote the pledge for the National Public School Celebration. On October 12, 1892, the American flag was proudly displayed at every school, and 12 million students recited his words. The words have been modified three times. In 1923, the Daughters of the American Revolution revised the first line from “I pledge allegiance to my Flag” to “the Flag of the United States . . .” In 1924, the phrase “of America” was added. On Flag Day 1954, President Eisenhower approved the phrase “under God.” During most naturalization ceremonies, new citizens recite the pledge.

Teach

BIG Ideas As you begin teaching each section, use these questions and activities to help students focus on the Big Ideas.

The American People



Why It Matters

Our Declaration of Independence proclaims that “all men are created equal.” This does not mean that everyone is born with the same wealth, intelligence, strength, or ambition. Each one of us has a unique combination of qualities and characteristics. The words of the Declaration mean that all people should have equal *rights*, which is the cornerstone of the democratic ideal.

Section 1

The Diversity of Americans **Ask:** Why do you think people from other countries migrate to the United States? (Some come to avoid harsh governments or to gain more personal freedom and a better life.) Point out that in Section 1, students will learn about the shared values and ideals that are universal for U.S. citizens. **OL**

Section 2

Who Are America’s Citizens? **Ask:** How do people become American citizens? (A person who is born in the United States is a citizen. People may also apply for citizenship and complete a naturalization process.) Tell students that in Section 2, they will learn about immigration and naturalization. Illegal immigration, a topic that has recently come under scrutiny by the federal government, is also discussed. **OL**

BIG Ideas

Section 1: The Diversity of Americans

As American citizens, we make a commitment to the nation and to the values and principles that are part of United States democracy. In addition to the common values and civic unity, the United States benefits from its rich diversity.

Section 2: Who Are America's Citizens?

Citizens possess certain rights. With citizenship, there are also certain responsibilities expected of all Americans. In the United States, there are two ways to become a citizen: by birth and by a process called naturalization.

Section 3: Government and the People

People form governments to establish order, provide security, and accomplish common goals. Democratic governments perform necessary functions so citizens can live together peacefully.

◀ Jorge and Carlos Urbina, and others, take the oath of allegiance to become American citizens

FOLDABLESTM Study Organizer

Dinah Zike's Foldables

Purpose This Foldable guides the student to understand the process of becoming a citizen, either by birth or by naturalization. The completed Foldable will use tabs to help them compare and contrast the differing processes and rights as allowed by law. **OL**

More Foldables activities for this chapter can be found in the *Dinah Zike's Reading and Study Skills Foldables* ancillary.

Civics ONLINE

Introduce students to chapter content and key terms by having them access the **Chapter Overview** at glencoe.com.

FOLDABLESTM Study Organizer

Comparing Information Study Foldable Make the following Foldable to help you compare information about citizenship and government in a democracy.

Step 1 Use one sheet of paper folded in half the long way.



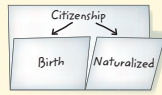
Step 2 Fold in half again to create cutting lines.



Step 3 Cut the folded top sheet in half to create two tabs.



Step 4 Label the tabs as shown.



Reading and Writing

As you read the chapter, note details about the processes of becoming a citizen from birth or by naturalization.

Section 3

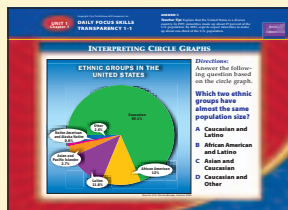
Government and the People **Ask:** **What services does our government provide to its citizens?** (*It creates and enforces laws; it supports services, such as schools, the postal service, and welfare; and it manages relations with foreign governments.*) Explain that in Section 3, students will learn about the role of government, including federal, state, and local functions. **OL**

Focus



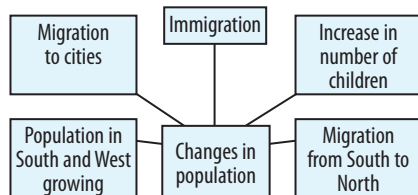
Bellringer

Daily Focus Transparency 1-1



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about the diversity of Americans, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

As American citizens, we make a commitment to the nation and to the values and principles that are part of United States democracy.

Content Vocabulary

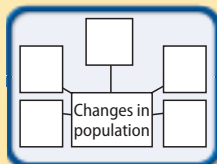
- civics (p. 7)
- citizenship (p. 7)
- citizen (p. 7)
- service economy (p. 10)
- value (p. 11)
- popular sovereignty (p. 12)
- institution (p. 13)

Academic Vocabulary

- diverse (p. 8)
- ethnic (p. 9)
- principle (p. 11)

Reading Strategy

Identifying As you read, note on the diagram below the major changes in the population of the United States that have taken place since its beginning.



The Diversity of Americans

Real World Civics Does your vote count? Enthusiastic young people like those pictured volunteered for the America Votes National Day of Action in May of 2004 to help register new voters. Both political parties worked in 2004 to register as many citizens as possible to vote, especially minorities and immigrants who might not feel that their voice matters. Why? When you do not vote, you let others speak for you.

▼ Stacey Brayboy and Alvin Anderson prepare to canvass a neighborhood in Miami, Florida.



R Reading Strategies

Teacher Edition

- Inferring, p. 7
- Predicting, p. 8
- Outlining, p. 9
- Academic Vocab., p. 9
- Making Connections, p. 12
- Summarizing, p. 12

Additional Resources

- Cont. Voc., URB p. 21
- Ac. Voc., URB p. 23

C Critical Thinking

Teacher Edition

- Analyzing Info., p. 7
- Making Generalizations, p. 9
- Drawing Con., p. 10
- Compare/Contrast, p. 11
- Analyzing Pri. Sources, p. 13

Additional Resources

- Biographies, URB p. 25
- Crit. Think., URB p. 31

D Differentiated Instruction

Teacher Edition

- Interpersonal, p. 8
- Mathematics, p. 10

Additional Resources

- Diff. Instr., URB p. 35
- Reteach. Act., URB p. 39

W Writing Support

Teacher Edition

- Personal Writing, p. 11

Additional Resources

- Writing Skills, URB p. 27

S Skill Practice

Teacher Edition

- Using Geo. Skills, p. 10

Additional Resources

- Chart, Graph, and Map Skills, URB p. 33
- Daily Focus Trans., 1-1

What Is Civics?

Main Idea Civics is the study of the rights and duties of citizens.

Civics & You As an American citizen, did you know you have certain rights as well as responsibilities? Read to find out what it means to be a citizen of a country.

When Americans vote or serve on a jury, their actions are based on ideas that people had in the fourth century B.C. In examining how people act, Greek philosopher Aristotle wrote:

“If liberty and equality, as is thought by some, are chiefly to be found in democracy, they will be best attained when all persons alike share in the government to the utmost.”

—Aristotle, *Politics*

Ancient Roots

Civics is the study of the rights and duties of citizens. The concept of **citizenship** dates back more than 2,500 years to ancient Greece and Rome. In those days, only a few people could be **citizens**. Only men with property possessed the right to vote and to take part in government.

Today gender and wealth are no longer requirements for citizenship. Indeed, most people are citizens of the country in which they live. Citizens have certain rights and duties. They are community members who owe loyalty to the government and are entitled to protection from it.

However, being a citizen means much more than just living in a country. American citizens who live abroad are still citizens of the United States. Citizens are a part of a country. They may share a common history, common customs, or common beliefs. They agree to follow a set of rules and to accept the government’s authority.

Reading Check **Explaining** As a citizen, what do you agree to do?

Diversity Native Americans from Taos, New Mexico, perform a dance that represents one of their cultural traditions. **Discussing** How do you think diversity has influenced our nation and its culture?



Teach

C Critical Thinking

Analyzing Information Have students reread Aristotle’s quote and explain what he means. (*Aristotle believed that for a democracy to work, all people—not just a few—must be willing to take an active role in governing.*) **OL**

R Reading Strategy

Inferring Ask: Why do you think women were not given rights as citizens? (*They were considered inferior, uneducated, and uninformed, or they were viewed as property.*) **OL**

Reading Check **Answer:** Citizens agree to remain loyal to their government by abiding by rules and laws.

Caption Answer:

Students may say that diversity has influenced our clothing, food, music, language, and religion. Encourage students to provide specific examples. For example, the word *rodeo* was introduced by the Spanish.

Additional Support

Did You Know?

Legacy of Aristotle When the Framers of the U.S. Constitution proposed to create a new government, they relied on contemporary philosophers such as John Locke. However, most of their ideology was borrowed from the ancient Greek philosopher Aristotle.

Born in 384 B.C. Aristotle studied astronomy, mathematics, ethics, and law under

the tutelage of the philosopher Plato. One of Aristotle’s main interests was government. Interestingly, Aristotle was not very supportive of a true democracy. In his book *Politics*, he wrote that if all people—whether rich, poor, educated, or uneducated—could vote and hold office, the government might suffer.

However, Aristotle did have some hope for democracy. He believed that it is better for all of the people to govern rather than just a few of the best citizens. Our Constitution is founded on this principle: a government run by the people instead of by a select group.

D Differentiated Instruction

Interpersonal Have students work in small groups and discuss their family heritage. Some students may be first- or second-generation immigrants. Encourage them to discuss reasons their families immigrated to the United States. Invite students to share stories or experiences. **OL**

R Reading Strategy

Predicting Ask: Which part of the world do most U.S. immigrants come from at present? (Latin America) **OL**

Analyzing Graphs

Answers:

- 2005
- 1910

Hands-On Chapter Project Step 1

Immigrating to the United States

Step 1: Planning a New Start Pairs of students will choose a country from which they will immigrate to the United States. They will decide why they are leaving their homeland, where they plan to arrive in the United States, and what they plan to do upon their arrival.

A Changing Society

Main Idea American society has undergone many changes in the past, and these changes continue today.

Civics & You What would make you want to move to a new place? Read on to find out why people immigrated to the Americas.

On the back of every American coin, you will find the Latin words *E pluribus unum*, meaning “Out of many, one.” This phrase reminds us that the many **diverse**, or different, citizens of the United States have joined together to make a single, strong nation. For all our differences, we are linked by shared

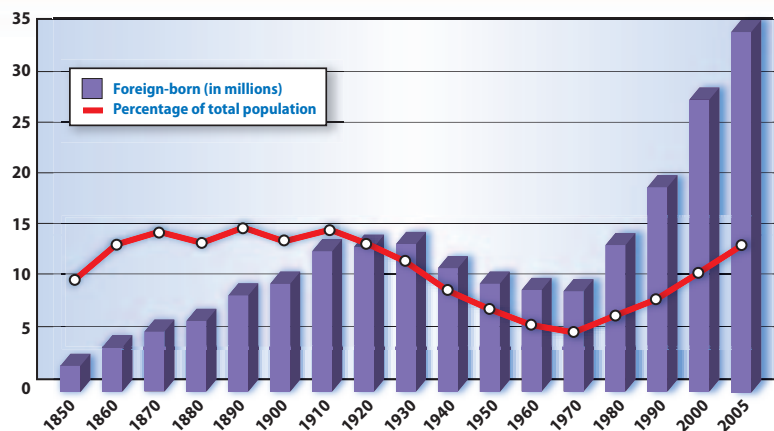
values and experiences. More than 300 million people live in the United States today. All of us are descendants from families that immigrated at one time or another. Most scholars believe that even the first Native Americans arrived here thousands of years ago by crossing over a “land bridge” that once connected Asia and North America.

A Nation of Immigrants

Until the mid-1900s, most immigrants came from Europe. The first Europeans to settle permanently in North America arrived from Spain during the 1500s. They lived in what is now Florida, California, and the Southwest. By the time the United States won its independence from England, the Spanish had founded Tucson, Albuquerque, San Antonio, and San Diego.

U.S. Foreign-Born Population, 1850–2005

Graphs in Motion
See StudentWorks™ Plus or glencoe.com.



Source: U.S. Census Bureau; Urban Institute.

Analyzing Graphs

- Calculating** In what year did the foreign-born population reach its all-time highest number?
- Calculating** In what year did the foreign-born population reach its all-time percentage low?

Directions Write the Big Idea on the board. Assign pairs of students a region of the world. Tell pairs of students to research information to describe their “homeland.” Pairs should write a descriptive summary about who they are—describing their customs, their language, and their lives. They should also say why they are leaving their homeland, and create a list of things they have to do before leaving their homeland. Pairs should determine where they plan to live once they arrive in the United States.

They will need to research criteria that new immigrants need before arrival in the U.S., such as how to obtain a green card or resident card.

Summarizing Have pairs share what they learned about the Big Idea while planning their immigration. Pairs will use this information about immigration in Section 2 to decide how they plan to achieve their goal of becoming a naturalized citizen. **OL**

(Project continued in Section 2)

Early Immigration Beginning in the 1600s, people from France and England came to North America. The French settled primarily in Canada, but they also clustered around the Mississippi River. English immigrants settled mainly along the east coast of North America, creating the thirteen colonies that became the United States. During the late 1600s and the 1700s, immigrants from Germany, the Netherlands, Ireland, Scotland, and Sweden joined these English settlers.

After Independence After the United States gained its independence, it became known throughout Europe as a land of promise. The number of immigrants grew from 600,000 in the 1830s to more than 2 million by the 1850s. Between 1860 and 1890, more than 10 million Europeans—many of them from Denmark, Norway, and Sweden—streamed into this country.

A Shift in Immigration Another flood of immigrants—about 22 million—reached our shores between 1890 and 1924. Most of them came from southern and eastern Europe, from countries such as Italy, Greece, Poland, and Russia.

During the past 50 years, immigration from Europe to the United States has lagged far behind immigration from the rest of the world. Latin America now accounts for the largest share of foreign newcomers, followed by Asia.

Enslaved Africans Among the early immigrants to America were some who did not come willingly. Western and central Africans were taken by force from their homes, shipped across the Atlantic Ocean, and sold as slaves in the Caribbean Islands and North and South America. Between 1619 and 1808, before it became illegal to bring enslaved persons into the United States, some 500,000 people were brought to the country in this way. Most African Americans today are descendants of enslaved persons. Others are immigrants from various countries in Africa and the Caribbean region.



R₁ Immigration Patterns Until the mid-1900s most American immigrants came from Europe. Today the largest numbers of immigrants, like these girls taking part in the Latino celebration of Cinco de Mayo in New York City, have come from Spanish-speaking countries. **Speculating** Why do people from other countries want to live in the United States?

A Diverse Population

The American population is extraordinarily diverse in terms of **ethnic**, or racial, backgrounds. Many Americans today do not identify themselves as members of a single ethnic group. However, whites of European descent number more than 234 million. There are about 37 million African Americans, over 12 million Asians and Pacific Islanders, and almost 2.8 million Native Americans. More than 39 million people are Latinos—people of any race who trace their ancestry to the Spanish-speaking countries of the Western Hemisphere.

Religious Diversity Our ethnic diversity is matched by religious diversity. More than 200 million people practice some form of Christianity. Jews, Muslims, Buddhists, and many other religious groups are also free to worship according to their conscience. Those who do not practice any religion are equally at home here.

R₁ Reading Strategy

Outlining To help students visualize the different waves of immigrants, have them outline the text, using the heads “1600–1700s,” “1800s,” and “1900s–today.” **OL**

R₂ Reading Strategy

Academic Vocabulary Ask: What is a synonym for “ethnic”? (cultural) **BL**

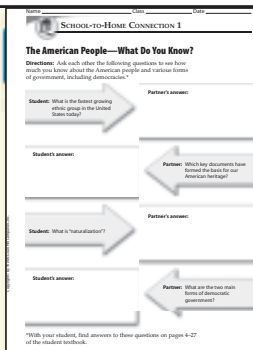
C Critical Thinking

Making Generalizations Ask: How did America change immigrants? How did the immigrants change the United States? (Answers may include how immigrants had to adapt to a new language and new customs. America changed by adopting new customs from the immigrants.) **AL**

Caption Answer:

Some move to make a better living. Others come to enjoy the freedoms of living in a democracy.

Differentiated Instruction



School-to-Home Connection 1A, URB p. 37

The American People—What Do You Know?

- Objective:** To assess knowledge about American heritage and different forms of government
- Focus:** Have students work with a partner and discuss reasons why people immigrate to America.
- Teach:** Discuss political causes of immigration to the United States.
- Assess:** Allow partners to present findings to the class.
- Close:** Create a chart on current immigration statistics.

Differentiated Instruction Strategies

- BL** List two groups of immigrants who moved to the United States in the 1800s.
- AL** Select one group of immigrants and research political and economic reasons for coming to the United States.
- ELL** Define “immigrants” and “immigration” and use the words in a sentence.

D Differentiated Instruction

Mathematical Ask: By how much did the population grow between 1830 and 1930? (108 million) **OL**

C Critical Thinking

Drawing Conclusions Tell students that moving to the city was quite a change for people who lived on farms or in rural areas. **Ask:** How was life in cities different for people who moved from rural areas? (They had more encounters with strangers and different cultures; they had a more rigid work environment; they had to purchase food items instead of growing them; they had more access to new inventions, such as electricity, automobiles, and telephones.) **AL**

S Skill Practice

Using Geography Skills Ask students to identify the countries or region in which immigrants have the shortest distances to travel to reach America. (Canada and Latin America) **OL**

Analyzing Maps

Answers:

- 7.6 percent
- Australia & Oceania

Additional Support

Teacher Tip

Economics Connection This activity requires students to understand economic terms. Before beginning, define and discuss the terms *blue-collar workers*, *white-collar workers*, and *industrialization*.

Many Traditions As people with different beliefs and backgrounds have made lives for themselves in the United States, many of their “old country” traditions have become part of the American culture. The American culture is a rich blend of varied influences.

Transforming America

D Between 1830 and 1930, the nation’s population grew from about 12 million people to about 120 million people. About 40 million of those new Americans were immigrants.

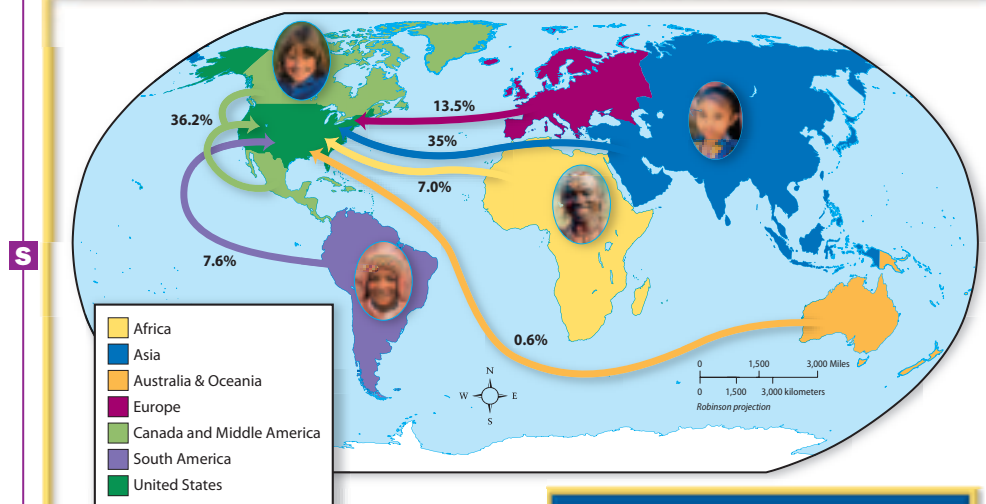
C Over the years, the American population has changed in many ways. In the mid-1800s, for example, people began moving from rural areas to cities. The higher wages paid in the

cities attracted workers. Many of those moving to the cities found work in newly opened factories. These workers became known as blue-collar workers. Others found jobs in offices, schools, stores, and other nonfactory settings and were called white-collar workers. By 1920 more than half of all Americans lived in towns or cities.

Another significant change was the shift to service industry jobs. In the past few decades, manufacturing has lost ground to what we call the “**service economy**.” Many Americans now earn a living by providing services—practicing law or medicine, programming computers, teaching, and so forth. There are also more women and at-home workers in the labor force than ever before.

United States Immigration, 2004

Maps in Motion
See StudentWorks™ Plus or glencoe.com.



Source: U.S. Department of Homeland Security, Office of Immigration Statistics.

Analyzing Maps

- Analyzing** What is the percentage of immigrants coming to the United States from South America?
- Identifying** Which region accounts for the smallest percentage of immigrants?

Activity: Economic Connections

Making Connections Discuss how a marked increase in immigration might change a country’s economic base. **Ask:** How did migration to the United States and to urban areas affect the American economy? (More urban residents meant more demand for services, so jobs were created. Population growth increased the demand for more food. Farmers grew crops

for themselves and to sell in local stores and restaurants.) Form three groups—blue-collar workers, white-collar workers, and farmers. Have each group create a poster that illustrates the kind of job they could get in the mid-1800s, including the skills they would need and their income. Students should use at least three Internet sources, as well as library sources. **AL**



Cultural Diversity Americans enjoy foods, music, sports, and holiday traditions brought to the United States by immigrants from around the world. This Chicago parade marks the Chinese New Year. **Analyzing** Why is it important for American citizens to share cultural traditions?

C Critical Thinking

Comparing and Contrasting Have students make a chart that illustrates the differences between lifestyles before the 1800s and lifestyles in the twentieth and twenty-first centuries. Encourage students to brainstorm a list of leisure activities before electricity and what they do in their free time. Invite students to predict what changes might come in the future. **OL**

W Writing Support

Personal Writing Have students write a paragraph or poem explaining what the word “values” means to them. They may include personal experiences, an anecdote, or an example. **OL**



Answer: It is becoming more urban and service oriented. The workforce is more diverse. The South and West are becoming more populous. People are living longer and going to college.

Caption Answer:

Answers will vary. Students may suggest that by sharing traditions, Americans are practicing democracy, tolerance, and acceptance.

Differentiated Instruction

The places where we live are changing too. For example, shortly after the Civil War, African Americans, freed from slavery, headed for northern cities, seeking jobs and a new way of life. The result was a migration, or mass movement, of African Americans from the South to the North. For much of our history, the Northeast was the most populous part of the country. Today, the South claims that distinction, and the population there and in the West is growing faster than in any other regions.

The population is changing in other ways, including the following:

- The average age of citizens is climbing upward as people live longer and have fewer children.
- Record numbers of Americans are now earning college and graduate degrees.
- Latinos, commonly referred to as Hispanic Americans, are the fastest-growing ethnic group.

Indeed, if current patterns continue, Latinos and other minority groups, taken as a whole, will soon be in the majority.

Reading Check Summarizing In what ways is the American population changing?

American Values and Institutions

Main Idea Americans share key values, and these values are reflected in the important institutions of American life.

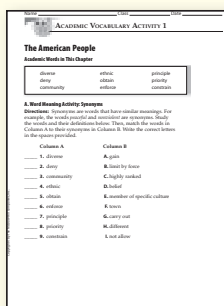
Civics & You What do you think makes a person an American? Read to find out about the values we share and how they have shaped the character of the American people.

Even though American society is more diverse than ever, certain shared ideas help unite Americans of different backgrounds. Two of these important ideas are our values and our institutions.

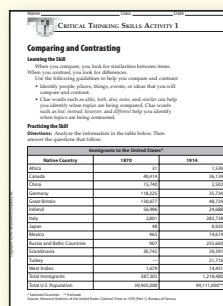
What Are Values?

Do you agree with most of your classmates on what is good and what is bad? The general **principles**, or beliefs, you use to make these judgments are your **values**. Values are broad ideas about what is good or desirable, and are shared by people in a society. Values are important because they influence the way we act.

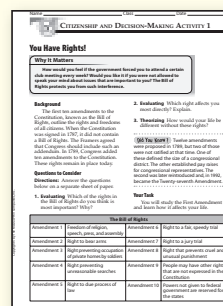
BL Academic Vocabulary Activity 1, URB p. 23



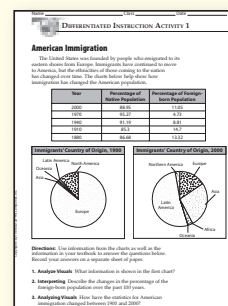
OL Critical Thinking Skills Activity 1, URB pp. 31–32



AL Cit. / Decision-Making Activity 1, URB pp. 3–4



ELL Differentiated Instruction Activity 1, pp. 35–36



R₁ Reading Strategy

Making Connections Review the list of values students included in their writing activity. Have students state which values are the most important. Discuss if the values are interconnected or if some can be merged. **OL**

This **Reading Strategy** (Making Connections) was introduced in this unit.

R₂ Reading Strategy

Summarizing Pair students and have them write one paragraph summarizing why common civic and political heritages are important to American unity. Have students share their summaries with the class. **OL**

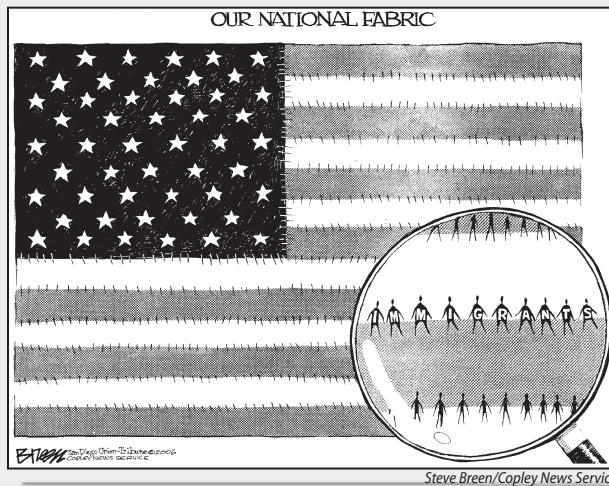
TIME Political Cartoons

Answers:

1. The flag represents the United States.
2. The magnified section reveals immigrants as the stitching.
3. Answers may vary, but students may say the artist is saying that America is made from immigrants. Without immigrants to this nation, it would not be the United States.

Additional Support

TIME Political Cartoons



In this image, cartoonist Steve Breen is making a point about the composition of American society.

1. What does the flag represent?
2. What does the magnified section of the flag reveal?
3. Taken together, what do the caption and the image say about immigrants in America?

Basic American Values

Everyone's list of basic American values will include different ideas. However, some values would appear on almost every list. These include freedom, equality, opportunity, justice, democracy, unity, respect, and tolerance. Some of these values, such as equality and opportunity, and respect and tolerance, are linked. Can you think of other values to include on this list?

rights to "life, liberty, and the pursuit of happiness" are in these founding documents. So are such values as **popular sovereignty** (government by consent of the governed) through

- fair, free, and regular elections;
- equal justice under the law;
- majority rule through the people's representatives in government.

R₁

Shared Values Unite Americans

Another important effect of having a set of shared values is the unity it builds among Americans. For example, one very important source of American unity is a common civic and political heritage based on the country's founding documents. These key documents include the Declaration of Independence, the U.S. Constitution of 1787, and the Bill of Rights of 1791. American ideals of individual

A second significant source of unity is a single language, English, which generally is accepted as the primary means of communication in education, government, and business. Americans are free to speak any language. However, some people think that the United States is strengthened by the common and public use of one language, which can be used by diverse groups of Americans to communicate freely with one another. Can you think of other values that have helped unite Americans throughout history?

R₂

Activity: Collaborative Learning

Making Generalizations Remind students that America is a country with a diverse cultural background. **Ask:** *How can people who are so different come together and create a democracy that has been working for more than 200 years? (Our values are similar—we all want freedom of speech and religion and other rights.)* Have groups of students identify what values are and make a list of examples (*friendship, compas-*

sion, honesty, human rights, respect and so on). Next, have students create a Venn diagram consisting of personal values and social values that they would be willing to defend. **Ask:** *Which of these values would you fight for if someone wanted to take them away?* Have groups share their conclusions with the class. **OL**

American Institutions

Each society has its own social **institutions**. These are not buildings or places but sets of ideas that people have about relationships, obligations, roles, and functions. As in every society, the most important institution in American life is the *family*. The family is the core of social life: it produces new generations, socializes the young, offers care and affection, and provides economic support. Parents and caregivers are also transmitters of values, both personal and national, to their children.

Other important institutions in American life, which also reflect our nation's shared values, are religious, educational, and social. *Religious institutions*, such as churches, temples, and mosques, can promote social unity and provide a sense of meaning and belonging. *Educational institutions* at all levels reflect our society's culture, history, and learning, create a common identity, and promote personal growth and development. *Social institutions*, such as clubs and volunteer service organizations, can be another way we share our common values.

The different parts of our government are also institutions. *Governmental institutions* were created, and have developed over time, based on important shared American values. As Abraham Lincoln explained in his first Inaugural Address in 1861:

“This country, with its institutions, belongs to the people who inhabit it. Whenever they shall grow weary of the existing government, they can exercise their constitutional right of amending it, or their revolutionary right to dismember, or overthrow it.”

—Abraham Lincoln, *First Inaugural Address*

With these words, Lincoln underscored the most important concept of American government: the people, not the government, are in control.

Reading Check Identifying What are some types of important American institutions?

C Critical Thinking

Analyzing Primary Sources Ask: *What does President Lincoln suggest citizens do if they are unhappy with their government? (They can change it through the democratic process or start a revolution.)* **OL**

Reading Check Examples include the family and religious, educational, and social institutions.

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Personal Journal Have students write about their heritage, culture, and customs and what it means to them to be part of American society. **OL**

Section Review

Vocabulary

- Define** the following terms and use them correctly in sentences: *civics, citizenship, citizen, service economy, value, popular sovereignty, institution.*

Main Ideas

- Describing** What do people of a nation share as citizens?
- Explaining** What impact do American values have on society?

Critical Thinking

- BIG Ideas** What do you think is the most important source of American unity? Explain your answer.
- Sequencing** On a diagram similar to the one below, identify the period when various ethnic groups immigrated to the United States.

To 1500	
1600–1700	
1800–1900	
2000–today	

CITIZENSHIP Activity

- Expository Writing** Review the discussion of values in this section. Is there a value not listed that you think should be included? What is it? Why would you include it?



Study Central™ To review this section, go to glencoe.com.

Answers

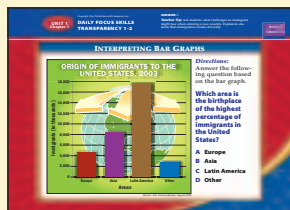
- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Citizens share a common history, common customs, and common values. They agree to follow a set of rules and accept the government's authority.
- Values influence the way Americans think and act, how they vote, and how they create rules of order.
- Answers will vary but may include values such as freedom, equality under the law, democracy, respect, and tolerance.
- to 1500:** Spain; **1600–1700:** France, England, Germany, Ireland, Scotland, Sweden, Netherlands; **1800–1900:** Denmark, Norway, Sweden, Italy, Greece, Poland, Russia; **2000–today:** Latin America, Asia
- Answers may include specific values such as fairness, patriotism, faith, privacy, free enterprise, honesty, integrity, and a work value. Ask volunteers to share their responses and to lead a class discussion.

Focus



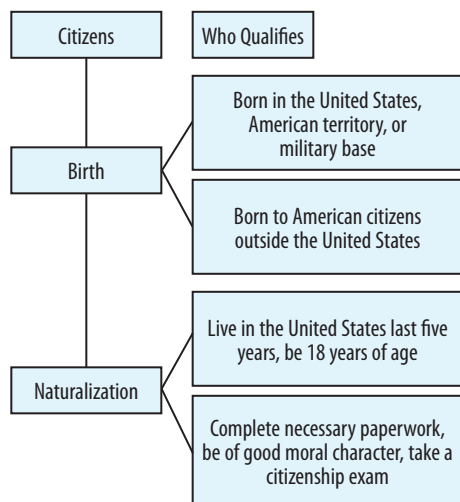
Bellringer

Daily Focus Transparency 1–2



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about who America's citizens are, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

Citizens possess certain rights. With citizenship, Americans also have certain responsibilities.

Content Vocabulary

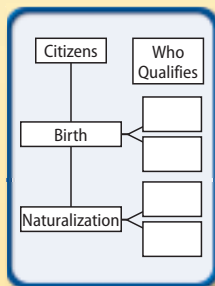
- naturalization (p. 15)
- alien (p. 16)
- immigrant (p. 16)
- deport (p. 19)

Academic Vocabulary

- deny (p. 17)
- obtain (p. 17)
- priority (p. 18)

Reading Strategy

Defining As you read, complete a diagram like the one below that shows the different paths to U.S. citizenship and who qualifies for each.



Who Are America's Citizens?

Real World Civics What does your U.S. citizenship mean to you? The aircraft carrier USS *Midway* set the scene for Navy sailor Hugston Brooks from Liberia and 80 other Marine and Navy service members from 25 countries to become U.S. citizens on Veterans Day in 2004. The San Diego ceremony was held during a military celebration of Veterans Day. For many people around the world, becoming a U.S. citizen is a lifelong dream. With nearly 12,500 noncitizen active-duty sailors, the Navy now provides a streamlined route to naturalized citizenship for many recruits.

▼ U.S. Navy sailor Hugston Brooks



R Reading Strategies

Teacher Edition

- Outlining, p. 15
- Organizing, p. 17
- Academic Vocab., p. 17
- Questioning, p. 18

Additional Resources

- Reading Skills, URB p. 7
- Cont. Voc., URB p. 21
- Act. Voc., URB p. 23

C Critical Thinking

Teacher Edition

- Making Generalizations, p. 16

Additional Resources

- Quizzes and Tests, p. 4

D Differentiated Instruction

Teacher Edition

- Interpersonal, p. 16

Additional Resources

- Speak./Listen., URB p. 9
- Diff. Instr., URB p. 35
- Reteach. Act., URB p. 39

W Writing Support

Teacher Edition

- Persuasive Writing, p. 15

Additional Resources

- Cit./Dec.-Making Act., URB p. 3
- Writing Skills, URB p. 27

S Skill Practice

Teacher Edition

- Making Inferences, p. 19

Additional Resources

- Daily Focus Trans., 1–2

Path to Citizenship

Main Idea In the United States, there are two ways to become a citizen: by birth and by a process called naturalization.

Civics & You What should people who want to become U.S. citizens know about our country? Read to find out about the process of becoming a citizen.

You learned that citizens are community members who owe loyalty to the government and are entitled to protection from it. Every country has rules about how people gain citizenship. The U.S. Constitution establishes two ways to become a citizen: by birth and, for foreign-born people who choose to become citizens, by a legal process called **naturalization**.

Citizenship by Birth

If you were born in any of the 50 states or the District of Columbia, you automatically became an American citizen at birth. The same is true if you were born outside the country but in American territory, such as Puerto Rico or Guam, or on a U.S. military base overseas. Even if you were born elsewhere, you could still claim American citizenship if your parents are both citizens or if one is a citizen who has lived in the United States. Children born on American soil to non-U.S. citizens also acquire U.S. citizenship at birth.

Americans may hold dual citizenship. This means that they enjoy rights in the United States and in another country. For example, a child born abroad to American parents may be both a U.S. citizen and a citizen of the country of his or her birth.

Shared Opportunities Both native-born and naturalized citizens can vote in America. In his room at Camp Eagle in Baghdad, Iraq, U.S. Army Sergeant George Scheufele fills out an absentee ballot for a presidential election. **Defining U.S. citizens are encouraged to vote. Is this more a right or responsibility of citizenship? Explain.**



Teach

R Reading Strategy

Outlining Have students use the information on this page to complete their graphic organizers. **Ask:** *Are children who are born on military bases eligible for dual citizenship? Why or why not?* (No. To be eligible for dual citizenship, they would have to be born off base. A military base is considered part of U.S. territory.) **OL**

W Writing Support

Persuasive Writing Children born on American soil to non-U.S. citizens are considered U.S. citizens. Have students write one paragraph stating their position on this law. **OL**

Caption Answer:

Answers will vary, but most students will say voting is a responsibility. In a democracy, the voters have the power to choose their leaders. If citizens do not vote, then they are not active participants.

Additional Support

Did You Know?

The Case of Puerto Rico The United States includes twelve territories and two commonwealths: the Northern Marianas (in the Pacific Ocean) and Puerto Rico. On July 25, 1952, Puerto Rico was adopted as a U.S. commonwealth. As a commonwealth, it governs its internal affairs and has its own constitution. The governor of Puerto Rico, who is elected every four

years, controls executive power. The chief of state is the president of the United States. Although Puerto Ricans enjoy many of the rights and responsibilities of U.S. citizens, they are not allowed to vote in presidential elections.

Unless Puerto Rico becomes a state, this is a right they will not get. Yet it is a right many Puerto Ricans wish they had (Puerto

Ricans are noted for having the highest voter participation in the world). These voters believe that their voices would make a difference.

C Critical Thinking

Making Generalizations Ask: *Why do you think many aliens decide to become American citizens after they stay in the country for a while? (They feel they can make a better living; they enjoy the many freedoms Americans have.)* **OL**

D Differentiated Instruction

Interpersonal Ask: *Do people feel the same way about immigration today as they did 100 years ago? (Answers will vary, but most will state that in the past, Americans were more receptive to immigration.)* **OL**

Caption Answer:

1. An immigrant signs a Declaration of Intention.
2. The Declaration is filed with USCIS.
3. After living in the United States for five years, the immigrant files an application for citizenship.
4. A USCIS official interviews the applicant.
5. The applicant passes a citizenship exam.
6. The USCIS grants the application, and the applicant pledges an oath of allegiance in a naturalization ceremony.

Differentiated Instruction

The Naturalization Process

Several million noncitizens, or **aliens**, live in the United States. Some come to study, to work, or to visit relatives. They remain citizens of their own countries and eventually return home. Other aliens plan to settle here and become naturalized citizens. More than half a million **immigrants**—people who move permanently to a new country—gain American citizenship each year.

Beginning the Process Aliens who want to become United States citizens must first

Naturalized Citizens President George W. Bush poses with new American citizens at their swearing in on Ellis Island, New York. **Reviewing** What are the steps that aliens must take to become citizens of the United States?



sign a statement saying just that. This Declaration of Intention is then filed with the U.S. Citizenship and Immigration Services (USCIS), an agency of the national government. For most aliens, the next step comes after living in the United States at least five years. (Aliens who are married to citizens wait only three years.) During this time, many immigrants take special classes to prepare for citizenship. Then, if they are at least 18 years old and have lived for at least three months in the state where they seek naturalization, they may file an application for citizenship.

Interview and Examination After the paperwork is checked, the alien has an interview with a USCIS official. Agency officials want to be sure the alien meets the necessary requirements and is of good moral character. The applicant must also take a citizenship exam that consists of questions about reading, writing, and speaking English and basic facts about the history and government of the United States. Afterward, the USCIS makes its decision.

Oath of Allegiance If the application is granted, the final step in naturalization is attending a ceremony and pledging an oath of allegiance. The alien swears to be loyal to this country above all others, to obey the Constitution and other laws, and to perform military or other duties if needed. Then the person signs a document and is declared a citizen of the United States. If he or she has children under 18, they automatically become naturalized citizens, too.

Native Americans For a long time, most Native Americans were excluded from citizenship. A few groups became citizens through treaties with the federal government. Later, Congress offered citizenship to individual Native Americans who gave up their traditional culture. Not until 1924 did Congress make all Native Americans citizens of the United States.

Elizabeth Jennings

Biography Activity 1

Elizabeth Jennings (ca. 1825–1881)

One hundred years before Rosa Parks, an African American New York City schoolteacher named Elizabeth Jennings successfully sued a public transit company for forcing her to leave a streetcar. As a result of Jennings's lawsuit, African Americans gained equal access to New York City's transit system.

In the 1850s, most of New York City public transit did not permit African Americans to ride only a few older cars were set aside specifically for African Americans, and on Third Avenue Railroad (today the city's Second Avenue Subway) only one car was reserved for African Americans. Jennings could ride as long as no white passenger objected. One Sunday afternoon in July 1854, Jennings boarded a Third Avenue streetcar. She noticed that a white passenger had complained and asked Jennings off the car. She refused, saying, "I have paid my fare, and I have a right to ride." The conductor and driver, assisted by several police officers, forcibly ejected Jennings from the streetcar.

Winning Rights in Court

In the landmark case of *Jennings v. New York City*, the court ruled that the streetcar company was a public utility and that it was required to provide equal service to all citizens. The court's decision was a landmark victory for African Americans and helped to establish the principle of equal rights under the law.

- Objective:** To learn about protecting civil rights
- Focus:** Have students define "segregation" and "civil rights."
- Teach:** Have students discuss groups who were segregated during the mid-1800s.
- Assess:** Students should create a list of more American citizens who fought for civil rights.
- Close:** Lead a discussion on how individuals can still fight for rights protected under the Constitution.

Differentiated Instruction Strategies

- BL** List two reasons why Jennings won her case.
- AL** Create a timeline of significant changes in the civil rights movement.
- ELL** Define "segregation" and "desegregation" and illustrate each word.

A Lifelong Privilege

Whether they are naturalized or native-born, most Americans keep their citizenship forever. Only the federal government can both grant citizenship and take it away. State governments can **deny**, or refuse, a convicted criminal some of the privileges of citizenship, such as voting, they do not have the power to deny citizenship itself.

The government may strip naturalized citizens of citizenship if it was improperly **obtained**, or gained. Citizens can lose citizenship in three ways: through denaturalization, through expatriation, or by being convicted of certain crimes. Native-born U.S. citizens can lose citizenship only through their own actions and cannot be denaturalized.

Denaturalization The loss of citizenship through fraud or deception during the naturalization process is called denaturalization. For example, former Nazis who engaged in war crimes during World War II and later lied about their wartime activities were denaturalized after they entered the United States or when they applied for citizenship.

Expatriation The simplest way to lose citizenship is through expatriation, or giving up one's citizenship by leaving one's native country to live in a foreign country. Expatriation may be voluntary or involuntary. For example, a person who becomes a naturalized citizen of another country automatically loses his or her American citizenship. Involuntary expatriation would occur in the case of a child whose parents become citizens of another country.

Punishment For a Crime A person may lose citizenship when convicted of certain federal crimes that involve extreme disloyalty. These crimes include treason, participation in a rebellion, and attempts to overthrow the government through violent means.

Reading Check Summarizing Describe the two methods of obtaining U.S. citizenship.

Chris Garrett

Meet Chris Garrett, a 16-year-old who lives near Key West, Florida. Thanks to his work to protect our natural resources, Chris has received an Environmental Hero Award from the National Oceanic & Atmospheric Administration—and a Congressional Certificate of Recognition.

QUESTION: How do you make a difference?

ANSWER: I helped start Team Panda—a youth conservation organization sponsored by the World Wildlife Fund. There are now 16 students in the group helping to preserve the environment.

Q: Do you work with elected officials?

A: Definitely. Much of our work is geared to changing government policies to help further conservation efforts. Elected officials want to hear what students have to say. It's really great to see officials making huge decisions that will protect our environment because we got involved.

Q: What inspires you?

A: I believe the more we give to help others, the more we gain for ourselves. And growing up in the Florida Keys, you learn the environment is very special and it's important to preserve it.

Q: What would you tell other teens who want to help conserve the environment?

A: Find an organization that's dedicated to conservation and that sounds appealing to you. Or start your own.



Team Panda members

Making a Difference

CITIZENSHIP

What do you think motivated Chris to start Team Panda?

R₁ Reading Strategy

Organizing Draw three columns on the board. Have students state three ways in which any American citizen can lose his or her citizenship. (*Denaturalization, Expatriation, Federal Crime*) Have students provide details that explain each process. **OL**

R₂ Reading Strategy

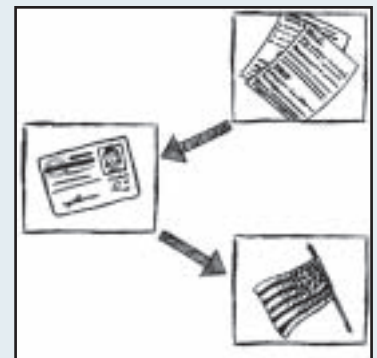
Academic Vocabulary Have students write two sentences using the words "deny" and "obtained." Remind students both words are verbs. They may choose verb tense. Challenge students to use both words in one sentence. **BL ELL**

Answers:

Student answers might suggest that Chris was motivated due to his concern for the environment and his drive to do something. Instead of expecting others to provide a solution, Chris became proactive and initiated a group.

Reading Check Answer: being native-born or through naturalization

Hands-On Chapter Project Step 2



Immigrating to the United States

Step 2: Applying for Citizenship Pairs of students continue their work toward becoming U.S. citizens that they began in Section 1.

Directions Write the Big Idea on the board. Tell the pairs that now they will begin their naturalization process. Students can find

the information they need at http://www.uscis.gov/files/article/M-476_English.pdf. Students should fill out the eligibility worksheet and application form found in the guide on the government site. Have students create a flowchart illustrating the steps they must take to prepare for the day of the naturalization ceremony. **OL**

(Project continued in Section 3)

R Reading Strategy

Questioning After students read the first sentence, ask them to list reasons the number of immigrants is restricted. **OL**

Caption Answer:

The process to apply for entry into the United States is slow. Also, some immigrants might not qualify for entry, so they choose to enter illegally.

Aliens in America

Main Idea Even though the United States controls the admission of aliens to this country, each year millions of people enter America illegally.

Civics & You Why do you think so many people want to come to the United States? Read to find out why our country is such a magnet to people around the world.

R The United States restricts the number of immigrants who can enter the country. Millions apply, but only about 675,000 are accepted each year. Traditionally, the relatives of U.S. citizens and people with needed job skills received the highest **priority**, or first consideration. Family members still get special consideration, but because of the Immigration Act of 1990, emphasis has shifted toward welcoming “those who want to work and produce and contribute,” as one

member of Congress put it. The new policy benefits people with particular skills, talents, or the money to invest in our economy.

Illegal Aliens

Despite immigration limits, approximately 12 million aliens are living in the United States illegally. Some were refused permission to immigrate; others never applied for permission because they feared a long, slow process or being turned down.

Illegal aliens come to the United States in a variety of ways. A few enter the country as temporary visitors but never leave. Others risk arrest by illegally crossing our borders with Mexico and Canada. Other illegal aliens are foreigners who have stayed in the United States after their legal permits expired.

Whatever the method, the reason is usually the same. “I came for work and for a better life,” explained one Mexican immigrant. Yet illegal aliens often have a difficult time in the United States. Many have no

Border Security A U.S. Immigration and Naturalization Service agent searches a Mexican fishing boat for people who may be entering the country illegally. **Discussing Why do people enter the United States illegally?**



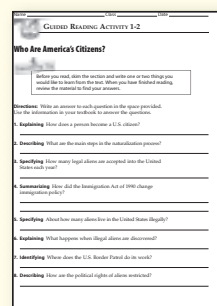
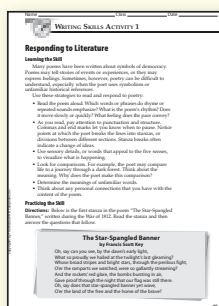
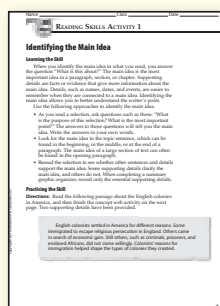
Differentiated Instruction

Leveled Activities

BL Reading Skills Activity 1, URB pp. 7–8

AL Writing Skills Activity 1, URB pp. 27–30

ELL Guided Reading Activity 1–2, URB p. 42



friends or family here, no place to live, and no sure way to earn money. It is against the law to hire illegal aliens, and those who do find work usually receive little pay and no benefits. Every day they live with the fear that government officials will discover and **deport** them—send them back to their own countries.

The United States Border Patrol is the law-enforcement unit of the USCIS. Its primary responsibility is to detect and prevent the illegal entry of aliens into the United States. The Border Patrol guards the 6,000 miles of Mexican and Canadian international land borders and 2,000 miles of coastal waters surrounding the Florida Peninsula and the island of Puerto Rico.

Legal Aliens

United States law classifies aliens into different categories. A resident alien is a person from a foreign country who has established permanent residence in the United States. Resident aliens may stay in the United States

as long as they wish without becoming American citizens. A nonresident alien is a person from a foreign country who expects to stay in the United States for a short, specified period. A Turkish journalist who has come to report on a presidential election is an example of a nonresident alien. Refugees are another category. Refugees are people fleeing their country to escape persecution.

Aliens who have entered the United States legally lead lives much like those of American citizens. Aliens may hold jobs, own property, attend public schools, and receive other government services. They pay taxes and are entitled to legal protection.

Aliens do not have full political rights, however. They may not vote in elections or run for office. They may not serve on juries or work in most government jobs. In addition, unlike U.S. citizens, aliens must carry identification cards at all times.

Reading Check **Contrasting** How do the rights of legal aliens differ from those of U.S. citizens?

S Skill Practice

Making Inferences **Ask:** How do citizens take advantage of illegal aliens? (They employ them for less than minimum wage; they do not treat them as equals.) What do you think happens when illegal aliens are caught by the border patrol? (They are put in jail until they can be deported to their home country.) **OL**

Reading Check **Answer:** Unlike U.S. citizens, legal aliens cannot vote, run for elections, serve on a jury, or hold a government job. Also, they must carry an I.D. card describing them as aliens.

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Have students work in small groups. Using their graphic organizers, have them create a two-minute oral presentation about how one can become a U.S. citizen and how the privilege may be revoked. **OL**

Section 2 Review

Section Review 2

Vocabulary

- Explain** how each of the following terms relates to citizenship in the United States: *naturalization, alien, immigrant, deport*.

Main Ideas

- Explaining** What is dual citizenship? How can an American obtain dual citizenship?
- Analyzing** Why do you think the United States puts a limit on the number of immigrants who may enter the country?

Critical Thinking

- Synthesizing** If you were a government official, how would you prevent illegal aliens from entering the United States?
- BIG Ideas** On a chart like the one below, list the sequence of steps in the naturalization process.

Naturalization	
Step 1	_____
Step 2	_____
Step 3	_____

CITIZENSHIP Activity

- Descriptive Writing** Interview an American who became a citizen through the naturalization process. Write a one-page paper in which you answer these questions: What reasons brought him or her to the United States? Why did he or she want to become an American citizen?



Study Central™ To review this section, go to glencoe.com.

Answers

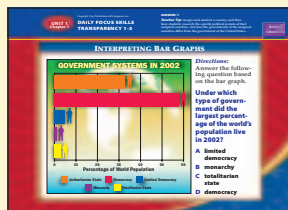
- Definitions for the vocabulary words are found in the section and in the Glossary.
- Dual citizenship is when a person has U.S. rights as well as rights of another country. A child who is born in a foreign country to American citizens may obtain dual citizenship.
- to make sure there are enough jobs, to restrict economic strain, to control population explosion
- Answers may include hiring more border patrol officers, building a fence, and severely punishing those who hire illegal aliens.
- an immigrant signs a Declaration of Intention; the Declaration is filed with USCIS; the immigrant files an application for citizenship after living in U.S. for five years; the USCIS interviews the applicant; the applicant passes a citizenship exam; the USCIS grants the application; the applicant pledges an oath of allegiance
- Interviews will vary. Papers should answer why the person came to America in the first place, and why he or she wanted to become a citizen.

Focus



Bellringer

Daily Focus Transparency 1–3



Guide to Reading

Answers to Graphic:

Types of Government	Description
1. Democracy	Government is run by the people, and there are free elections.
2. Monarchy	Government is run by a hereditary ruler (king or queen).
3. Dictatorship	Government is ruled by one leader who is considered oppressive.
4. Totalitarianism	Government is run by scare tactics and violence. Citizens cannot express opinions.

Section Spotlight Video

To learn more about government and the people, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

People form governments to establish order, provide security, and accomplish common goals.

Content Vocabulary

- government (p. 21)
- public policy (p. 22)
- budget (p. 22)
- democracy (p. 23)
- direct democracy (p. 23)
- representative democracy (p. 24)
- republic (p. 24)
- monarchy (p. 24)
- majority rule (p. 25)
- authoritarian (p. 25)
- totalitarian (p. 26)

Academic Vocabulary

- community (p. 21)
- enforce (p. 21)
- constrain (p. 25)

Reading Strategy

Organizing Create a chart like the one below. Then list the different types of government and a brief description of each.

Types of Government	Description
1. Democracy	
2.	
3.	
4.	

Government and the People

Real World Civics Curious teens scramble over rocks as they near the spectacular Fiery Furnace in Arches National Park and are careful to leave the park the way they found it. This park is one of nearly 400 national parks in 49 states to which lawmakers are considering cutting services. About 118 million people visit these precious gems for fun, recreation, inspiration, and renewal. However, rising costs for maintenance and staffing, which is provided by the national government, may cause some national parks to reduce tours and public access, cut back on hours, and in some cases close parkland.

▼ Ranger Clay Parcels leads a group through the Fiery Furnace of Arches National Park in Moab, Utah.

R Reading Strategies

Teacher Edition

- Academic Vocab., p. 21
- Reading Charts, p. 22
- Inferring, p. 23
- Making Connections, p. 25
- Det. Importance, p. 26

Additional Resources

- Guided Read., URB p. 43
- RENTG, p. 7

C Critical Thinking

Teacher Edition

- Det. Cause/Effect, p. 21
- Drawing Con., p. 23
- Compare/Contrast, p. 24
- Making Generalizations, p. 25

Additional Resources

- Quizzes and Tests, p. 5
- Pol. Cartoons Trans. 1

D Differentiated Instruction

Teacher Edition

- Interpersonal, p. 21
- Visual/Spatial, p. 23
- Adv. Learners, p. 24
- Below Grade Level, p. 25

Additional Resources

- Diff Instr., URB p. 35
- Reteach. Act., URB p. 39

W Writing Support

Teacher Edition

- Personal Writing, p. 26

Additional Resources

- Writing Skills, URB p. 27

S Skill Practice

Teacher Edition

- Making Inferences, p. 22

Additional Resources

- Daily Focus Trans., 1–3
- Stan. Test, p. 1

The Need for Government

Main Idea The different levels of government provide many different services.

Civics & You When was the last time a government provided you with a service? Read to find out how local, state, and national governments serve the public.

A **government** is the ruling authority for a **community**, or society. Any organization that has the power to make and **enforce**, or carry out, laws and decisions for its members acts as a government.

For hundreds of years, people have formed governments. The earliest Native Americans had tribal councils. Thomas Hobbes, an English political thinker during

the 1600s, believed that without government, life would be “solitary, poor, nasty, brutish, and short.” If each of us could do just as he or she pleased, fighting probably would be common, and survival would depend on strength and skill.

Think about trying to play basketball with no rules or referees. The game would probably be a chaotic free-for-all. Similarly, if there were no government to make and enforce laws, we would live in a state of confusion, violence, and fear. Government can make it possible for people to live together peacefully and productively.

What Governments Do

The most important purpose of a government is to provide laws, or rules of conduct. These laws help prevent conflicts between individuals, groups, or nations and help settle any conflicts that do occur.

Government Services This fire station protects the community and also serves as a place where these citizens can cast their votes in their neighborhoods. **Identifying** What other types of public services does government provide?



Teach

Reading Strategy

Academic Vocabulary Have students create a word web for “community” and “enforce,” listing synonyms for each word. (*community: group of people, village, town, neighborhood; enforce: uphold, defend, put into practice*) **BL**

Differentiated Instruction

Interpersonal Have students list a few basketball (or football) rules. Ask them what rules they would change. See if the class can come to an agreement on amending the rules. Have them consider how difficult it is to change laws. **AL**

Critical Thinking

Determining Cause and Effect **Ask:** Why must communities form governments? (to install some kind of order) What kinds of problems could arise when forming a government? (People do not always think alike, so what rules get set may be difficult to decide.) **OL**

Caption Answer:

They provide education, programs to help the disabled, police protection, road construction, and parks.

Additional Support

Activity: Interdisciplinary Connection

Literature and History Have students find the following primary sources, either in the library or on the Internet: The Magna Carta, The Articles of Confederation, and *The Forgotten Founders* by Bruce E. Johansen (located at www.ratical.org/many_worlds/6Nations/FF.html). Have students write down phrases or sentences that they

feel represent our American democracy. Discuss that when our democracy was crafted, the Founders used many sources to outline a system they believed would be fair to all citizens. Ask the students to create a collage that represents our government at work and to include in their artwork the phrases they collected. **OL**

R Reading Strategy

Reading Charts Ask: What are the four main functions of government? (keeping order, providing security, providing services, and guiding the community) Which do you think is most important? (Answers will vary. Have students support their answers with an example.) OL

S Skill Practice

Making Inferences Ask: Can you name a few examples of public policy that affect you personally? (Students may cite examples that relate to school policy, such as state exams, drug testing, and driver's education.) OL

Analyzing Charts

Answers:

1. provide services
2. Courts decide if the accused are guilty and what punishment should be applied to the guilty.

Functions of Government

KEEP ORDER
• Pass and enforce traffic laws
• Establish courts
PROVIDE SECURITY
• Prevent crime
• Protect citizens from foreign attacks
PROVIDE SERVICES
• Provide libraries, schools, hospitals, parks, water, utilities
GUIDE THE COMMUNITY
• Manage the economy
• Conduct foreign relations

Analyzing Charts

1. **Classifying** Under what function of government would you find setting up fire departments?
2. **Explaining** How do courts keep order?

Keep Order Conflicts are unavoidable when people live together in a community. Governments make laws to help prevent conflicts and to settle those conflicts that do arise.

Governments have the power to enforce the laws. For example, to make sure that drivers obey traffic regulations, police officers are empowered to ticket or arrest violators. Courts decide whether those accused of crimes are guilty and how they should be punished if found guilty.

Provide Security Along with the need for law and order come concerns about community security—defending citizens and their land from enemies. For this reason, governments set up armed forces and agencies that watch for likely sources of trouble.

Provide Public Services Governments provide many services that would not be available otherwise. Governments create and manage libraries, schools, hospitals, parks, and recreation centers. Government workers build and repair streets, erect bridges, collect garbage, and deliver the mail.

Many government services are aimed at keeping the public healthy and safe. Local communities set up fire departments and ambulance services. States license drivers and doctors. Other government agencies protect us from dangerous medicines and spoiled food. Government inspectors check for safety problems in everything from factories to amusement park rides.

Governments also give help to needy people. For example, in each of the 50 states, poor families and people who are out of work can receive food, aid, or cash. Government agencies also supply affordable housing, health care, job training, and special programs for people with disabilities.

Guide the Community Another function of government is to formulate public policy, or a course of government action to achieve community goals. When government leaders decide they want to protect consumers, for example, or strengthen national security, they are setting public policy goals. When they pass laws or develop guidelines to reach these goals, they are making public policy.

Most public policy decisions involve financial planning. Governments have limited amounts of money, and they must use it wisely. Creating a budget, or a plan for collecting and spending money, is key to the success of the community.

Another part of guiding the community is developing relations with the community's neighbors and other outsiders. Governments often take responsibility for communicating and cooperating with other governments on matters of trade, travel, and military agreements for the benefit of their citizens.

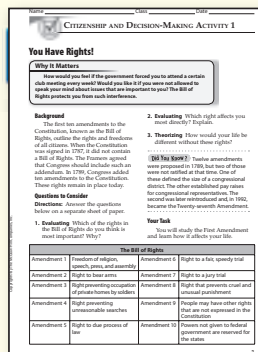
Differentiated Instruction

You Have Rights!

- Objective:** To gain an understanding of rights and freedoms protected in the Bill of Rights
- Focus:** Students evaluate the First Amendment and how it is practiced.
- Teach:** Discuss the importance of the First Amendment and list examples.
- Assess:** Have students write a paragraph explaining why the First Amendment is important to them.
- Close:** Create a chart of the issues students chose to write about in their editorials.

Differentiated Instruction Strategies

- BL** Provide a list of situations in which people are protected by the First Amendment.
- AL** Create a poster that illustrates the Bill of Rights in action.
- ELL** Draw a postcard that illustrates the First Amendment in practice.



Levels of Government

Many levels of government exist, each representing a particular collection of people. Each of the 50 states has its own government; so do most counties, cities, and towns. The students in your school may have their own student government.

National Government Although each of the above is a government, when most people talk about “the government,” they are talking about the national government—the government of an entire country. In the United States, the national government is made up of three branches of government. These branches are the legislative, the executive, and the judicial branches. A national government is different from other levels of government in two important ways.

First, a national government has the highest level of authority over its citizens. A city or state government cannot make any laws that would go against the laws of the national government. The national government, however, has the power to make whatever laws it feels would benefit the country. Second, a national government provides the basic framework for citizenship.

State and Local Government The national government makes and enforces laws for the entire country. Each state decides matters for the people in that state.

The level of government closest to Americans is local government. Local governments include counties, cities, and towns. Your school may have a student government, and if you choose to belong to a club like Girl Scouts or 4-H, you respect that organization’s governing body, too.

However, state and local governments, as well as governments of organizations, cannot take actions that go against the laws and authority of the national government.

Reading Check **Describing** How do governments keep order and provide security?

Types of Government

Main Idea The people are the ultimate rulers of democratic countries, while in totalitarian states, a single person or small group holds all the power.

Civics & You Did you know there is more than one type of democracy? Read to find out about other kinds of democracies.

Democratic Government

The foundations of **democracy** are more than 2,500 years old. Democracy began in the ancient Greek city of Athens. Athens had a **direct democracy**—all the citizens met to debate government matters and vote first-hand. Direct democracy is not practical for most countries today because of their large areas and populations.

Public Safety Government inspectors regularly check amusement park rides to ensure that they meet safety requirements. **Identifying** In what other ways does the government protect your health and safety?



D Differentiated Instruction

Visual/Spatial Have students divide a sheet of paper into thirds and label the sections National Government, State Government and Local Government. Have them list the function of each level under the correct heading. **BL**

R Reading Strategy

Inferring Ask: Who makes the laws at the national level? (Congress. The president must sign the laws.) **AL**

C Critical Thinking

Drawing Conclusions Ask: Why is a direct democracy not ideal for countries with large populations? (There would be too many conflicts and too many opinions, and nothing would get accomplished.) **OL**

Reading Check **Answer:** They keep order by creating and enforcing laws. They provide security by creating armed forces and defending the people and land from enemy attacks.

Caption Answer:

Students may mention the FDA seat-belt laws; and consumer protections laws.

Hands-On Chapter Project Step 3

Immigrating to the United States

Step 3: Learning about the United States Pairs of students continue their work toward becoming U.S. citizens that they began in Section 1.

Directions Write the Big Idea on the board. Discuss that those who are seeking to become naturalized citizens must know about the heritage of the United States. They must pass a civics test that assesses their knowledge about America’s history and its government. Tell the pairs that they will be taking a 20-question civics test written by their classmates. Each pair will create an exam based on test questions from

the USCIS Guide. Students may use the Education & Resources section of www.uscis.gov. Have pairs begin creating a test and preparing their own study guides. Allow pairs to quiz each other periodically in order to prepare for their exam. **OL** (Project continued on the Visual Summary page)

C Critical Thinking

Comparing and Contrasting Ask: *How is a representative democracy different from a direct democracy? (A representative democracy elects people to represent the majority, whereas each person has a first-hand say in a direct democracy.)* **OL**

D Differentiated Instruction

Gifted and Talented Have students investigate when Great Britain became a modern constitutional monarchy and the effect it had on its citizens. Have them present an oral report to the class, using a timeline to assist with their presentation. **AL**

Analyzing Charts

Answers:

1. the people, the citizens, the voters
2. the law



Objectives and answers to the **Student Web Activity** can be found at glencoe.com under the Web Activity Lesson Plan for this chapter.

Differentiated Instruction

What Is a Republic? Many countries have a **representative democracy** instead. The citizens choose a smaller group to represent them, make laws, and govern on their behalf. For most Americans today, the terms representative democracy, **republic**, and constitutional republic mean the same thing: a system of limited government in which the people are the ultimate source of governmental power. The United States is the oldest representative democracy in the world.

Constitutional Monarchy Another kind of democracy is the constitutional monarchy. The word **monarchy** describes a government

with a hereditary ruler—a king, queen, or other royal figure who inherits this position of power. In most countries with monarchs, the power of the hereditary ruler is limited by the country's constitution and laws.

Modern constitutional monarchies generally follow democratic practices. The monarchs are heads of state only, presiding at ceremonies and serving as symbols of unity. The queen of Great Britain and the emperor of Japan are two examples of constitutional monarchs.

Democratic Principles

Abraham Lincoln described our democracy as a “government of the people, by the people, for the people.” His words make three important points. First, the power of the government comes from the citizens. Second, Americans themselves, acting through their representatives, run their government. Third, the purpose of the government is to make the United States a better place for those who live here.

Voting and Democracy All genuine democracies have free, fair, and competitive elections. Everyone's vote must carry the same weight. This principle is often expressed in the phrase “one person, one vote.” All candidates have the right to express their views freely to the public, and citizens are free to support any candidate or issue.

The legal requirements for voting must be kept to a minimum. For example, our voting laws center on age, residence, and citizenship, while other factors, such as wealth, race, and ethnic and religious background, cannot be used to restrict voting. Finally, citizens may vote freely by secret ballot, without fearing punishment for their voting decisions.

Principles of American Democracy

RULE OF LAW
• All people, including those who govern, are bound by the law.
LIMITED GOVERNMENT
• Government is not all-powerful—it may do only those things that the people have given it the power to do.
CONSENT OF THE GOVERNED
• American citizens are the source of all government power.
INDIVIDUAL RIGHTS
• In the American democracy, individual rights are protected by government.
REPRESENTATIVE GOVERNMENT
• People elect government leaders to make the laws and govern on their behalf.

Analyzing Charts

1. **Identifying** Who is the source of power in direct and representative democracies?
2. **Explaining** What binds the governed together in a democracy?



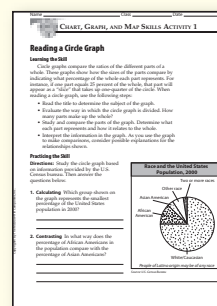
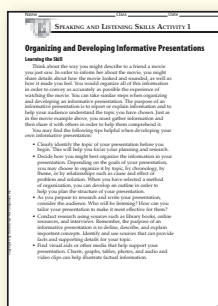
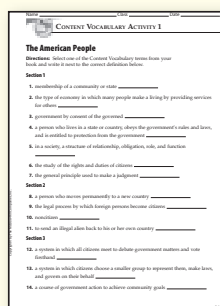
Student Web Activity Visit glencoe.com and complete the Chapter 1 Web Activity.

Leveled Activities

BL Content Vocabulary, Activity 1, URB pp. 21–22

OL Speaking/Listening Activity 1, URB pp. 9–11

ELL Chart/Graph/ Map Activity 1, URB pp. 33–34



Comparing Democratic and Authoritarian Systems

	Selection of Leaders	Extent of Government Power	Means of Ensuring Compliance	Political Parties
Democracy	Leaders are chosen in fair elections with universal suffrage	The government is limited in power by the constitution and laws; citizens' rights and freedoms are protected	The government relies on the rule of law	Multiple parties exist
Authoritarianism (including absolute monarchy, dictatorship, and totalitarianism)	Rulers inherit their positions or take power by force	Rulers have unlimited power; the government may impose an official ideology and control all aspects of political, economic, and civic life	The government relies on state control of the media, propaganda, military or police power, and terror	Power lies with a single party

Analyzing Charts

- Explaining** Why do you think dictators control their military and police forces?
- Comparing** How do the leaders gain their positions of power in each form of government?

Voters Have Choices Competitive elections and competing political parties are an important element in democracies. A political party is a group of individuals with broad, common interests who organize to support candidates for office and determine public policy. Competing political parties give voters a choice among candidates. Also, parties out of power serve as watchdogs of parties in power.

Majority Rule Another principle of our democracy is **majority rule**. French philosopher Jean-Jacques Rousseau promoted this idea in the late 1700s. According to this principle, citizens agree that when differences of opinion arise, they will abide by what most people want. At the same time, they respect the rights of those in the minority.

Respect for minority rights is sometimes difficult, though, especially if society is under a great deal of stress. For example, after the terrorist attacks of 2001, President George W. Bush realized that many Americans

might turn their anger against Muslims in the United States. He explained that Islam is a peaceful religion and urged Americans to treat Muslim Americans fairly.

Authoritarian Government

In democratic regimes, the people rule. In **authoritarian** regimes, power is held by an individual or a group not accountable to the people.

Absolute Monarchy Until about the 1600s, monarchs were mostly absolute monarchs. That is, they had unlimited authority to rule as they wished. Many countries still have monarchs, but absolute monarchy is almost nonexistent today. In the Middle East, however, the king of Saudi Arabia and the emir of Qatar might still be considered "absolute." Their power is technically unrestricted, although they do consult with advisers and are **constrained**, or bound, by Islamic law.

R Reading Strategy

Making Connections Ask: **What can citizens do if their ideals are in the minority?** (Citizens can write editorials and write to their representatives; or they can demonstrate peacefully to let their voices be heard.) **What would you do if you felt the majority was wrong?** (Students may suggest they would write letters or start a grass-roots organization to get their ideas across to the majority.) **AL**

C Critical Thinking

Making Generalizations Have students explain why citizens in an absolute monarchy have fewer rights than those in a democracy. **OL**

D Differentiated Instruction

Below Grade Level Have students create a Venn diagram listing differences and similarities between an absolute monarchy and a constitutional monarchy. **BL ELL**

Analyzing Charts

Answers:

- to ensure their positions of power
- In a democracy, leaders are elected. In an authoritarian system, the leader inherits the power or takes it by force.

Additional Support

Activity: Collaborative Learning

Drawing Conclusions Help students understand that government is a necessary organization for living in a peaceful community. Group students together and have each group write and perform a skit that illustrates why communities need a government. Assign a certain type of government

for each group (*democracy, monarchy, dictatorship, and so on*). Ask: **Why is the type of government important to the people?** Explain to students that government is important for order, but only a few types of governments allow its citizens equal rights under the law. **OL**

W Writing Support

Personal Writing Have students write one paragraph describing their thoughts about monarchies or totalitarian states.

AL

Reading Check Answer: one in which the government controls most aspects of people's lives

Assess



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Close

Analyzing Information Tell students that though there are many democracies throughout the world, presently there are countries ruled by dictators. **Ask:** *Why are dictatorships able to exist in modern societies?* (Dictators take control by force, using military tactics to uphold their position. Many citizens do not have the means to rebel. Citizens are misinformed and believe their quality of life will improve. Some countries, such as Cuba, believe that democracy is detrimental to the people.)

OL

Section 3 Review

Dictatorships Another form of authoritarian government is a dictatorship. Dictators, like absolute monarchs, exercise complete control over the state. Unlike absolute monarchs, who usually acquire their power through inheritance, dictators usually take power by force. At times, when a crisis situation demands a strong leader, authorities may place them in charge. To stay in power, most dictators rely on the police and military. They often tamper with elections or refuse to hold them. They also limit freedoms of speech, assembly, and the press.

Scores of dictators have ruled throughout history. Those who seek only personal gain are often overthrown quickly. With the help of the United States, Panamanian dictator Manuel Noriega was overthrown in 1989. Other dictators endure for decades. Fidel Castro has been in power in Cuba since 1959. Saddam Hussein ruled Iraq from 1979 until he was overthrown in 2003. Hussein was convicted of crimes against humanity and executed in 2007.

Totalitarianism Many dictators impose totalitarian rule on their people. In a totalitarian state, the government's control extends to almost all aspects of people's lives. Totalitarian leaders ban political opposition. They regulate what industries and farms produce. They suppress individual freedom, dictating what people should believe and with whom they may interact. The people lack the power to limit their rulers.

W To enforce their ideology, or ideas about life and society, totalitarian leaders control the media and use propaganda, scare tactics, and violence. Three of the most notorious totalitarian regimes arose in the 1920s and 1930s. They were Nazi Germany under Adolf Hitler, Fascist Italy under Benito Mussolini, and the Soviet Union under Joseph Stalin. Today, the nations of China, Cuba, and North Korea are usually considered totalitarian states.

Reading Check Describing What is a totalitarian

Section 3 Review

Vocabulary

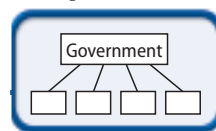
- Write** complete sentences that demonstrate the meaning of each of the following terms: *government, public policy, budget, democracy, direct democracy, representative democracy, republic, monarchy, majority rule, authoritarian, totalitarian.*

Main Ideas

- Identifying** Name three public services that governments provide.
- Comparing** What is the difference between rulers in a democracy and rulers in a totalitarian state?

Critical Thinking

- BIG Ideas** What do you think would happen if there were no governments anywhere in the world? Describe such a situation, then explain why governments are necessary.
- Organizing** On a diagram like the one below, write the functions of government.



- Analyzing Visuals** Review the principles of American democracy on page 24. How does the American government carry out the principle of consent of the governed?

CITIZENSHIP Activity

- Descriptive Writing** In a one-page essay, explain how you think your life would be different if you were living in a country ruled by a monarch.



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Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Answers will vary. Responses may include managing libraries, schools, hospitals, parks; building streets and bridges; delivering the mail; setting up fire departments, ambulance services, police protection, and so on.

- In a democracy, a ruler is elected by its people and must answer to them. In a totalitarian state, a ruler assumes control by force and dictates what the people should believe.
- Answers will vary, but students should suggest that there would be chaos, fighting, and fear. Some form of governing body is needed so that people maintain order.
- keeping order; providing security; providing services; guiding the community

- The citizens of America are the source of governmental power. They run their own government through representatives.
- Essays will vary but should include how difficult it would be for the people to express their opinions and engage in most freedoms if the ruling monarch were oppressive.

Visual Summary

The American People

- Because of its heritage, the United States is often called "a nation of immigrants."
- Until the mid-1900s, most immigrants came from Europe.
- Latin America now accounts for the largest share of immigrants to the United States.
- The United States is a diverse nation, reflecting the values of many groups.

American Values and Institutions

- Values are ideas about what is good or desirable that are shared by people in a society.
- Our basic values include freedom, equality, opportunity, justice, and tolerance.

- Every society has institutions that help it transmit its values.
- Important American institutions are the family, religious, educational, social, and governmental institutions.

Citizenship

- According to the U.S. Constitution, people can become American citizens by birth and through naturalization.
- Millions of illegal aliens live in the United States. Legal aliens have entered the country lawfully.

Government

- People need governments to make and enforce laws and to help us meet our needs.
- The purposes of government include the following:
- Providing order and security
 - Providing public services

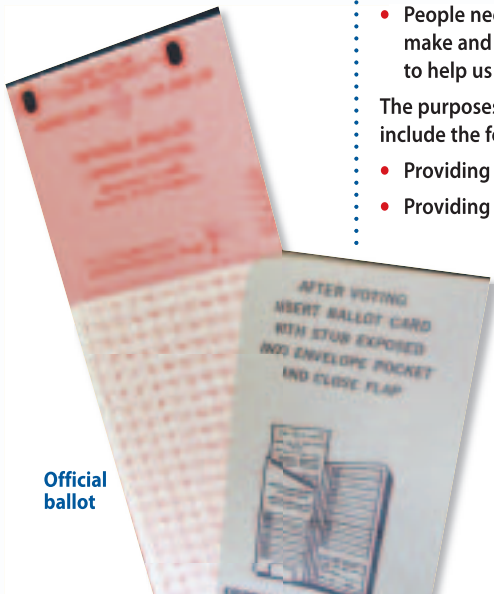


Yosemite National Park

- Guiding the community
- Although all governments carry out the same basic functions, there are differences in the ways governments can be organized.
- The main types of government are democratic government and authoritarian government.
- In a democracy, the supreme political authority rests with the people.



School crossing guard



Official ballot



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Visual Summary 1

Comparing and Contrasting Have students research information about immigration laws via news outlets. Then have the students contribute to a group summary of their findings. Next have students choose states. The students will use www.senate.gov to research the immigration views of a senator from their chosen state. **Ask:** What are the main arguments for and against reforming U.S. immigration laws? Have students create a chart listing senators who are against changing the current immigration laws and those who want reform. Students may present their findings to the class. **AL**

Organizing Have students create a flowchart illustrating the different levels of government: national, state, and local. Have them include a bulleted list of responsibilities that each level has and share their findings with the class. **OL**

Hands-On Chapter Project Step 4: Wrap-Up

Immigrating to the United States

Step 4: Becoming a U.S. Citizen Students will finish the process they started in Step 1.

Directions As a class, decide on an acceptable passing score for the civics test. Next, pairs of students will exchange the civics tests they created and take them. Have the writers of the tests provide you with a copy

and answer key. Writers may grade their test.

Each pair that passes its test may take the Oath of Allegiance by reciting it to each other. Then have each pair write a one-page essay that describes what the Oath of Allegiance means to them.

Finally, have pairs get into small groups and discuss what steps of the process they found difficult. Have them look at their

flowcharts from Section 2 and determine if they would recommend any changes to the process. For example, do they think the civics test is too easy or too difficult? To finalize the project, have groups use their essays to discuss the meaning of the Oath of Allegiance and the responsibilities and rights they have as naturalized U.S. citizens. **OL**

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Answers and Analyses

Reviewing Vocabulary

1. C Students will have read about values in Section 1 in a section entitled “American Values and Institutions.” Students will have learned what values are, why they are important, and how they unite us as Americans. A student could also use the process of elimination to rule out the three incorrect answers by using the knowledge that only values can be described as ideas, yet public policies, institutions and budgets are sets of ideas.

2. D The bracketed definition of “popular sovereignty” can be found in the “Shared Values Unite Americans” portion of Section 1. There are a number of examples of how popular sovereignty affects our government that are listed under the definition. If the student recalls these important ideas—fair, free and regular elections; equal justice under law; and more—they should be able to identify the correct answer.

3. C In this question, the most confusing distractor will most likely be answer B, immigrants. Students should be able to note the key differences between immigrants and aliens after reading this chapter. In most cases, the “short time” limitation in the question will direct students to the correct answer.

4. C The phrase that is used in the text to most clearly point a student in the right direction would be “one person, one vote” found in the “democratic principles” portion of Section 3. Lincoln described the American democracy as a “government of the people, by the people, for the people.” The other three types of governments are shown clearly to differ from the democratic republic in the table comparing democratic and authoritarian systems.

Reviewing Main Ideas

5. D This question will require the student to read the in-depth population breakdown with care. The key here is to pay close attention to the bulleted points in the “Transforming America” portion of Section 1. Here, the major modern changes in the population of our country

STANDARDIZED TEST PRACTICE

TEST-TAKING TIP

Keep daily notes to review for tests and examinations. It often helps you retain information if you review your notes with a study partner.

Reviewing Vocabulary

Directions: Choose the word(s) that best completes the sentence.

- _____ are broad ideas about what is good and desirable.
A public policies **C** values
B institutions **D** budgets
- Government by consent of the governed is _____.
A community **C** naturalization
B majority rule **D** popular sovereignty
- People from foreign countries who plan to stay in the United States for a short time are called _____.
A citizens **C** aliens
B immigrants **D** institutions
- The people are the ultimate source of government power in a _____.
A monarchy **C** republic
B dictatorship **D** totalitarian state

Reviewing Main Ideas

Directions: Choose the best answer for each question.

Section 1 (pp. 6–13)

- Which is the fastest growing ethnic group in the United States today?
A Native Americans
B African Americans
C European Americans
D Latino Americans

- Which value is part of Americans’ common civic and political heritage?

A fair elections
B volunteerism
C caring parents
D cultural education

Section 2 (pp. 14–19)

- Which person is NOT a United States citizen?
A a child born in Guam to Japanese parents
B a girl born in Yemen to an American mother
C a boy born in Illinois to Mexican parents
D a child born in Great Britain to Irish parents
- What is the primary responsibility of the National Border Patrol?
A to deport aliens with expired visas
B to prevent illegal entry of aliens
C to naturalize resident aliens
D to issue visas to legal aliens

Section 3 (pp. 20–26)

- Which function of government do public libraries fulfill?
A keeping order
B providing public security
C providing services
D guiding the community
- Which factor is a legal restriction on voting in the United States?
A age
B race
C wealth
D religion



are listed, including the information about the fastest-growing ethnic group.

6. A While all of the answer options here are important issues in our civic and cultural history, only one is mentioned and highlighted in the “Democratic Principles” segment of Section 3. Students should recall what values are important in our own constitutional republic. The distractors should be properly seen as important cultural and societal values, but fair elections

is the clear solution to this political question.

7. D This question is challenging due to the pairings of countries and nationalities. The key to answering this question is to determine the connection to American citizenship in each distractor. The strongest distractor is the child born in Guam because students may not remember that Guam is a U.S. territory. The correct answer has no connection to the United States.

Critical Thinking

Directions: Base your answers to questions 11 and 12 on the chart below and your knowledge of Chapter 1.

Rule of Law
All people, including those who govern, are bound by the law.
Limited Government
Government is not all powerful—it may do only those things that the people have given it the power to do.
Consent of the Governed
American citizens are the source of all governmental power.
Individual Rights
In the American democracy, individual rights are protected by government.
Representative Government
People elect leaders to make the laws and govern on their behalf.

11. Which principle of American democracy prevents a president from serving more terms than allowed in Amendment XXII of the Constitution?
- A rule of law
B limited government
C individual rights
D representative government
12. Which practice best reflects the principle of representative government?
- A serving on a jury
B voting for mayor
C writing to the editor
D polling public opinion

Need Extra Help?

If you missed question...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Go to page...	11	12	16	24	9	12	15	19	22	24	24	24	25	24	18

Document Based Questions

Directions: Analyze the following document and answer the short-answer questions that follow.

The passage is from *The Social Contract* by Jean Jacques Rousseau, the eighteenth-century political theorist, who believed that real democracy was impossible.

Nothing is more dangerous than the influence of private interests on public affairs; and the abuse of the laws by the government is a lesser evil than the corruption of the legislator [lawmaker], which is the infallible result of the pursuit of private interests. For when the State is changed in its substance all reform becomes impossible. A people which would never abuse the government would likewise never abuse its independence; a people which always governed well would not need to be governed.

—Jean Jacques Rousseau

13. How might the corruption of a legislator who pursues his or her private interests endanger the democratic principle of majority rule? Give an example.
14. What do you think Rousseau means by a government's independence?

Extended Response

15. Many American citizens confuse legal and illegal aliens. Write a brief essay comparing and contrasting the situations of illegal aliens with that of resident aliens.

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STANDARDIZED TEST PRACTICE

answer choice is the only correct one. The most likely distractor might be race as students could confuse race with residence or citizenship.

Critical Thinking

11. A This question challenges the students' understanding of the fundamental principles of American democracy. If the students read the question carefully, they should understand that it is asking them to distinguish which principle limits the power of the president.

12. B The student should review the chart to understand what the principle of representative government is. Students should also remember the portion of Section 2 defining a representative democracy. Because the principle of representative government consists of the citizens' right to choose a group of people to represent them, to make laws, and to govern on their behalf, the correct answer is B.

Document-Based Questions

13. Students' answers will vary. A possible answer is that a legislator who passes laws to please private interests—major corporate contributors to his or her campaign, for example—places the wishes of the minority (i.e., the contributors) before the will of the majority.

14. Students' answers will vary. A possible answer is that an independent government serves the general good and not the interests of a few.

Extended Response

15. Students' essays will vary. Look for supporting details from the chapter.

8. B All of the answers for this question seem plausible if students do not read carefully. For example, understanding "deport" and "alien" is critical to judging whether the first answer choice is the correct answer. This answer choice is the most likely distractor. Students must recognize that the National Border Patrol works to keep illegal aliens from entering the country, not finding them once they are in the United States.

9. C This question presents a challenge in that all the answers are functions of the government. However, the students should understand that libraries provide services to their communities by making books available to the public.

10. A Students may recall that various groups have been barred from voting in the past. However, the only current restrictions on voting in the United States are age, residence, and citizenship. Thus, the first

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Need Extra Help?

Have students refer to the pages listed if they miss any of the questions.